



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 12

Curriculum Development Timeline

School: Ocean Township High School

Course: Health, Grade 12

Department: Health & Physical Education

Board Approval	Supervisor	Notes
August 2007	Fred West	Born Date
October 2012	Gina Hagerman	Revisions
December 2017	Mike Lambusta	Revisions
March 2019	Mike Lambusta	Review
August 2022	Patrick Sullivan	Alignment to New Standards and Incorporate State Standards

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Alcohol, Tobacco and other Drugs (ATD) Dependency, Substance Disorder and Treatment (DSDT) Hazing Law and Consent Law (N.J.S.A 2C:40-3 N.J.S.A. 18A:35) Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)	11	Physical Education
2	Social and Sexual Health (SSH) Personal Safety (PS) Dating Violence (N.J.S.A. 18A: 35-4.23a, N.J.S.A 18A:35-4.5a.) Consent Law (N.J.S.A. 18A:35) Sexting Law (N.J.S.A. 18A:35-4.33) Dating Violence Education (N.J.S.A. 18A: 35-4.23a)	12	Physical Education
3	Social and Sexual Health (SSH) Personal Safety (PS) Dating Violence (N.J.S.A. 18A: 35-4.23a, N.J.S.A 18A:35-4.5a.) Consent Law (N.J.S.A. 18A:35) Sexting Law (N.J.S.A. 18A:35-4.33) Dating Violence Education (N.J.S.A. 18A: 35-4.23a)	13	Physical Education
4	Pregnancy and Parenting (PP) Safe Haven Law (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)	14	Physical Education

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5	Sexually Transmitted Infections & Sexual Health Stress Abstinence (N.J.S.A. 18A:35-4.19-20)	15	Physical Education
Week	Marking Period 2	Week	Marking Period 4
6	Physical Education	16	Physical Education
7	Physical Education	17	Physical Education
8	Physical Education	18	Physical Education
9	Physical Education	19	Physical Education
10	Physical Education	20	Physical Education

Core Instructional & Supplemental Materials including various levels of Texts

- Google Classroom
- Google Slides Presentations and Google Forms
- Edpuzzle Video: Prescription for Change: Ending America's Opioid Crisis
- Unconscious Truth: Binge Drinking Video, Worksheet, and Legal Consequences Handout
- Breathe, Nolan, Breathe YouTube video
- One Love Foundation Website <https://www.joinonelove.org/>
- Unhealthy Relationship PSA video
- Behind the Post video clip and worksheet
- Relationship Bingo Cards
- Edpuzzle: Ted Talk video: [The Difference between healthy and unhealthy love](#)
- Video: "Reviving Ophelia"
- Sexting: <https://www.missingkids.org/netsmartz/topics sexting>
- Love is Respect Website: Healthy Relationship Curriculum Discussion Guide <https://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>
- Communication Game Cards
- From Conception to Birth YouTube Clip
- Sexuality Transmitted Infection (STI) jeopardy

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COURSE Health, Grade 12

Time Frame	1-week
Topic	
Alcohol, Tobacco and other Drugs (ATD) Dependency, Substance Disorder and Treatment (DSDT)	
Alignment to Standards	
<ul style="list-style-type: none"> • 2.3.12.ATD.1: Examine the influences of drug use and misuse on an individual's social, emotional, and mental wellness. • 2.3.12.ATD.2: Compare and contrast the incidence and impact of commonly abused substances on individuals and communities in the United States and other countries (e.g., tobacco, e-cigarettes, vaping products, alcohol, marijuana products, inhalants, anabolic steroids, other drugs). • 2.3.12.ATD.3: Explore the relationship between individuals who abuse alcohol, tobacco, and other drugs with an increase in intentional and unintentional health-risk behaviors. • 2.3.12.DSDT.1: Correlate duration of drug use and abuse to the incidence of drug-related deaths, injuries, illness, and academic performance. • 2.3.12.DSDT.2: Analyze personal choices and behaviors related to substance use and misuse to determine if they align with personal values and beliefs. • 2.3.12.DSDT.3: Examine the drug laws, and regulations of the State of New Jersey, other states, and the affects; healthy and unhealthy on individuals, families, schools, and communities (e.g., vaping products, e-cigarettes, cannabis, and CBD products, opioids). • 2.3.12.DSDT.5: Evaluate the effectiveness of various strategies and skills that support an individual's ability to stop misusing and abusing drugs and remain drug-free (counseling, peer coaching, professional peer support group, and family counseling and support). • 2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media). 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood. 	
Learning Objectives and Activities	
<p>State Mandate: Define the difference between use, misuse, and abuse. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)</p> <p>Identify risk and protective factors</p> <p>Distinguish the relationship between Adverse Childhood Experiences, Trauma, and Drug Use</p> <p>Research state and federal laws</p> <p>Recognize the risk of binge drinking and alcohol poisoning.</p> <p>Evaluate Hazing Law and the dangers of participating in hazing</p>	





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State Mandate: Identify how drugs and alcohol can increase the chances of Sexual Abuse and Assault. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a)

Assessments

Formative:

- Class Discussion on Addiction
- Discuss the relationship between Adverse Childhood Experiences, Trauma, and Drug Use
- Drug Project Survey
- Risk Factor vs. Protective Factor Worksheet
- Unconscious Truth Worksheet
- **State Mandate:** Research Hazing Law and Consent Law (N.J.S.A 2C:40-3 N.J.S.A. 18A:35) Breathe Nolan Breathe Worksheet and Discussion

Summative:

- End of Unit Exit Ticket

Benchmark:

- Pre-Assessment and Post-Assessment Google Form

Alternative:

- Drug Poster Project

Interdisciplinary Connections

6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

RH.11-12.9.: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

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COURSE Health, Grade 12

Career Readiness, Life Literacies, and Key Skills

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Integration

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Career Education

CRP1. Act as a responsible and contributing citizen and employee.
CRP3. Attend to personal health and financial well-being

Time Frame	2-weeks
Topic	
Social and Sexual Health (SSH) & Personal Safety (PS)	
Alignment to Standards	
<p>2.3.12.PS.1: Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>2.3.12.PS.2: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p> <p>2.3.12.PS.5: Identify the state and federal laws related to intimate partner and sexual violence (e.g., sexual harassment, sexual abuse, sexual assault, domestic violence).</p> <p>2.3.12.PS.6: Describe the types of abuse (e.g., physical, emotional, psychological, financial, sexual) and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, and gender-based violence.</p> <p>2.3.12.PS.7: Analyze recruitment tactics that sex traffickers/exploiters use to exploit vulnerabilities and recruit youth.</p> <p>2.3.12.PS.9: Evaluate strategies to use social media safely, legally, and respectfully.</p> <p>2.3.12.PS.10: Analyze the short- and long-term consequences of sharing sexually explicit images (sexting) or messages with individuals or posting online.</p> <p>2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.</p> <p>2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual</p>	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 12

orientations.

2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence)

2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.

2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure.

2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.

2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Learning Objectives and Activities

State Mandate: Analyze how dating has changed from past to present. Diversity and Inclusion (N.J.S.A. 18A:35-4.36a)

Define Unhealthy and Healthy relationship characteristics

State Mandate: Dating Violence Education (N.J.S.A. 18A: 35-4.23a)

Identify the Cycle of Violence

Develop a public service announcement (PSA) on unhealthy relationship warning signs

Discuss strategies and resources to get out of an unhealthy relationship

State Mandate: Research Federal and State laws (consent N.J.S.A. 18A:35, abuse and violence N.J.S.A 18A:35-4.5a.)

State Mandate: Identify consequences of technology (posting online, sexting N.J.S.A. 18A:35-4.33, sex traffickers/exploiters)

Identify how communication skills can improve relationships.

Investigate trends, current events, and society factors that contribute to social health.

Assessments

Formative:

- Carousel Class Activity: Define unhealthy and unhealthy relationship characteristics
- Relationship Bingo
- Edpuzzle Assignment: The difference between healthy and unhealthy love





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COURSE Health, Grade 12

- Class Discussion on relationship, dating violence, and abuse
- Current Events
- Behind the Post: 10 Signs of an Unhealthy Relationship Worksheet
- Reviving Ophelia video worksheet
- Communication Game
- Healthy Relationship Scenario and Group Discussions

Summative:

- End of Unit Exit Ticket

Benchmark:

- Pre-Assessment and Post-Assessment Google Form

Alternative:

- Unhealthy Relationship PSA video

Interdisciplinary Connections

WHST.11-12.2A: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Technology Integration

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

Career Education

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COURSE Health, Grade 12

CRP4: Communicate clearly and effectively and with reason
CRP6: Demonstrate creativity and innovation
CRP7: Employ valid and reliable research strategies
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame	1-week
Topic	
Pregnancy and Parenting (PP)	
Alignment to Standards	
<p>2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptives and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).</p> <p>2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.</p> <p>2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.</p> <p>2.1.12.PP.4: List the major milestones of each trimester of fetal development utilizing medically accurate information.</p> <p>2.1.12.PP.5: Analyze factors that can impact the health of a baby (e.g., fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, genetics). •</p> <p>2.1.12.PP.6: Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, safe haven, and adoption.</p> <p>2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent.</p> <p>2.1.12.PP.8: Assess the skills needed to be an effective parent.</p> <p>2.1.12.PP.9: Evaluate parenting strategies used at various stages of child development based on reliable sources of information.</p> <p>2.1.12. CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community.</p> <p>2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care).</p>	
Learning Objectives and Activities	

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COURSE Health, Grade 12

Discuss different family dynamics.
Review reproductive systems and identify ways to prevent teen pregnancy.
Analyze fetal development in each trimester.
Research the cost of raising a child.
Define and Discuss the purpose of Safe Haven Law (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)

Assessments

Formative:

- Class Presentation and Discussion on Pregnancy
- A Day in a life Worksheet
- Birth to Conception Video

Summative:

- End of Unit Exit Ticket

Benchmark:

- Pre-Assessment and Post-Assessment Google Form

Alternative:

- Pregnancy Cost Analysis Project

Interdisciplinary Connections

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and post-secondary plans.

Technology Integration

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw

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COURSE Health, Grade 12

conclusions about the data.

Career Education

CRP4: Communicate clearly and effectively and with reason
CRP6: Demonstrate creativity and innovation
CRP7: Employ valid and reliable research strategies
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Time Frame

1-week

Topic

Sexually Transmitted Infections (STI) & Sexual Health

Alignment to Standards

2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams).
2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention.
2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
2.1.12.SSH.6: Analyze the benefits of abstinence from sexual activity using reliable resources.
2.1.12.SSH.7: Analyze factors that influence the choices, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.
2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).
2.1.12.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

Learning Objectives and Activities

Analyze risk factors, and prevention strategies
Develop a Sexually Transmitted Infection (STI) resource google site page.
Distinguish between Viral, Bacterial & Parasitic Sexually Transmitted Infection (STI)

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Recognize Sexually Transmitted Infection (STI) symptoms and treatment

Assessments

Formative:

- STI Dice Activity
- Google Slide Presentation Class Discussion
- STI Research Worksheet
- STI Jeopardy

Summative:

- End of Unit Exit Ticket
- Case Study Worksheet

Benchmark:

- Pre-Assessment and Post-Assessment Google Form

Alternative:

- STI Google Site Page

Interdisciplinary Connections

WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

RH.11-12.9.: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem-solving (e.g., 1.3E.12profCR3.a).

Technology Integration

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

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Career Education

- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental, social, and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated

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- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

